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The AMERICAN TEACHER

DEMOCRACY IN EDUCATION . . . EDUCATION FOR DEMOCRACY

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— 66 —

CHICAGO 11, ILLINOIS

May, 1961

AFT Projects Own Home

Locals, Members Asked, Loan Amount Needed at 6 Per Cent

CHICAGO, Ill.—The American Federation of Teachers announced a plan to purchase the 4-story and English basement building at 716 North Rush Street, Chicago, into which its National Offices were moved May 1 (American Teacher, March, 1961), under financing procedures approved by its Executive Committee.

Terms of the lease carry an option to buy during the first year of occupancy. Under the plan to buy, drawn by AFT General Counsel John Lichtenberg, approved by President Carl J. Megel, and the Executive Committee, AFT Locals and members are invited to loan the AFT the money immediately needed, at 6 percent interest.

Loans in denominations of \$1,000, \$500 and \$100 repayable serially in three to 12 years are sought. Certificate of indebtedness at the 6 per cent will be issued by the American Federation of Teachers Building Corporation, now chartered, to Locals and members in the amounts loaned.

Formally Approved Plan

The Executive Committee approving the plan is comprised of Vice-Presidents Mary R. Wheeler of Oak Park, Ill., chairman; Paul B. High of Parma, O.; Rose Claffey of Salem, Mass.; Dr. David A. Hilton of Grosse Point Farms, Mich., of the budget committee, and President Megel. This followed action of the December Executive Council authorizing the Executive Committee and Budget Committee to draw up the financing plans. The purchase plan continues as follows:

"Security for the certificates of indebtedness issued to Locals and members for the loans) will be the equity in the building at 716 North Rush Street, now under lease for \$15,000 annual rental and the unconditional guarantee of the American Federation of Teachers.

"Investors are asked to write the national office at once (using the Subscription Agreement on Page 9) stating the amount of certificates wanted. Funds received for investment will be escrowed in a special account and used only to purchase the building. Interest at 6 per cent will be paid from the date of deposit.

"Even before the May 1 date for taking possession of the new headquarters, the American Federation of Teachers Building Corporation was chartered by the State of Illinois. This non-profit corporation will be

NOTICE To Federations And Members

The National Offices of the American Federation of Teachers were moved May 1 (Story, Beginning on This Page) to Chicago's Near North Side. The new address is:

716 North Rush Street,
Chicago 11, Illinois

All State and Local Federations, their officers and members as well as others whom it may concern, should change the address in their records accordingly.

Please make the change promptly, in all records, since mail, telegrams, et cetera, sent to the old address will be delayed by forwarding. The new National Office telephone number is:

W Hitehall 3-4226

the title-holding agency of the American Federation of Teachers under plans now well advanced. Under the charter provisions the National Executive Council will be the board of directors.

Two-Step Financing

"The three year lease contains an option to purchase the building for \$150,000, at any time before May 1, 1962. *Turn to Page 9*



Signing charter application filed with the Illinois Secretary of State, for non-profit American Federation of Teachers Building Corporation, organized to finance and own the building at 716 North Rush Street for permanent home of the American Federation of Teachers: Miss Mary R. Wheeler, vice-president and chairman of the AFT executive committee, signs application while President Carl J. Megel and General Counsel John Lichtenberg look on. Officers of the corporation will be elected from the AFT Executive Council which council will be its board of directors. Charter was later granted.

Cahokia, 1272 Wins Bargaining

New Washington State Tenure Law Providing De Novo Trial

BREMERTON, Wash.—A Washington State Federation of Teachers-sponsored contractual relations (tenure) law was enacted with amendments by this year's legislature in Olympia and signed by Gov. Albert D. Roselli to become effective in June.

Arthur Broetje of Bremerton, president of the teachers Federa-

tion, said the law provides appeal directly from the school board decision to the Superior court for *de novo* trial, and subsequently to the Supreme Court.

As originally presented to its legislative sponsors by a committee chaired by Mrs. Florence Justin, member of the Bremerton Teachers Union, Local 336, and secretary of the state Federation, the bill listed specific causes for dismissal.

Dismissal Causes Cut

At a House Education Committee hearing, the Washington State School Directors Association objected to the listing of the causes, and WSFT Legislative Chairman Don Baker conceded.

Broetje said that Washington has had a continuing contract

Grievances, Pay and Fringe Benefits Also in Contract

EAST ST. LOUIS, Ill.—Bluer skies and brighter horizons are manifest for suburban Cahokia teachers after two years of sometimes stormy union endeavor to improve professional status and climate.

Art Mills, president of the Cahokia Federation of Teachers, Local 1272, announced that a

written "Memorandum of Agreement" having contractual status, has been signed by the Local and the school board. The memorandum inaugurates collective bargaining and a grievance procedure; provides for the completion in September of a previously agreed-upon and partly implemented \$400 to \$700 salary increase, improved sick leave, and establishes or confirms other clear-cut policies in writing.

Strike and Election

A battle of Cahokia teachers to improve their economic status and teaching conditions resulted early in the 1959-60 school year in a one-week teachers' strike which ended with a court injunction obtained by a reactionary

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Three Summer Workshops And Institutes

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Philadelphia Locale of '61 Convention

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AFT Institutes in Storrs, Madison, Berkeley, in July

CHICAGO, Ill.—AFT President Carl J. Megel joined Vice President and National Workshop Chairman A. James Heller of Minneapolis, in urging record enrollments in the three AFT-sponsored 'shops and institutes on union techniques philosophy and related or public issues to be held in as many major universities this summer.



The 'shops and institutes are planned as training sessions for AFT leadership or to acquaint enrollees with current issues. Heller urged as many state and local Federations as possible to offer scholarships to officers or members for leadership training.

Two one-week courses at a University of California, Berkeley, institute will offer one credit each.

Dates of each of the three 'shops have been announced as follows:

July 17 to 21—Labor Management Institute, University of Connecticut, Storrs.

July 23 to 28—School for Workers, University of Wisconsin, Madison.

July 31 to Aug. 4—Institute of Industrial Relations, University of California, Berkeley.

While the three 'shops are obviously located to make it easy for across-the-country attendance, enrollments are not limited to a university's area and enrollees may choose where they wish to go.

Connecticut

STORRS, Conn.—For the third successive summer, AFT officers and members in the eastern area of the United States will have the opportunity of attending an AFT sponsored institute in their own area.

This AFT workshop is to be held at the University of Connecticut, here, from **Miss Claffey** Monday, July 17, through Friday, July 21, with "Improved Teacher Education and Economics" as the theme.

Glynn to Direct

The shop will be under the leadership of John Glynn, associate professor of the Labor-Management Institute of the university, with Vice-President Rose Claffey of Salem, Mass., serving as AFT coordinator. Topics of the session will include:

"Labor Education—An Essential Contribution to American Democracy," "Collective Bargaining for Public Employees;" "Teaching the Role of Labor in the Social Sciences;" "Impact of the Economy on Legislation," and "AFT Educational Theory and Practice."

Each afternoon, three sub-groupings will be available for

individual choice, on the topics of "Fundamentals of Trade Unionism;" "Teacher Organization Techniques," and "Development of Leadership Skills."

Members of the staff will include Glynn, Miss Claffey, and AFT National Representative Sally Parker as well as Robert Parker of West Hartford, president of the Connecticut Federation of Teachers. Guest lecturers will include Robert Stutz, associate professor of the Labor-Management Institute; Dr. Urbane Hennen, professor of education of the university, and Donald Beecher, education chairman of the Hartford Central Labor Union.

Members of the University of Connecticut Chapter, Local 1386, will participate and John Cosgrove, of Washington, AFL-CIO assistant education director will be the banquet speaker on Friday evening.

Reserve By June 15

Reservations should be sent to Glynn at the Labor-Management Institute at the university by June 15. Accommodations are available at the Continuing Graduate Center of the university from Monday through Saturday morning at a cost of \$55, which also includes tuition, meals and planned socials.

Included in the social program is a "Get Acquainted Hour" and dinner meeting at the Hotel Nathan Hale, Willimantic, Conn., on Monday evening and a trip to the seashore followed by a shore dinner Wednesday evening. Leisure time activities and recreation such as a summer theater, tennis, golf and swimming are available.

The workshop is planned to enable teachers to extend their educational and union experience, provide an opportunity to enjoy campus life, country living and the congeniality of fellow teachers.

Wisconsin

MADISON, Wis.—This oldest annual AFT summer workshop in the School for Workers, University of Wisconsin, will be July 23 to 28, running simultaneously on the campus with the institutes of the Retail Clerks International Association and the Midwest Millmen's Council, the latter comprised of workers in manufacturing plants.

The cost payable at registration Sunday, July 23, will be \$56, and enrollees will also be offered electives; that is, they may select some Retail Clerks or Millmen's class, such as collective bargaining, steward training, labor law and so on.

Course By Barbash

The AFT workshop will include a course in "Current Developments in the Labor Movement," conducted by Prof. Jack Barbash of the University (American Teacher magazine, Feb., 1961)

James L. Fitzpatrick of Milwaukee, executive director of the Wisconsin Federation of Teachers and workshop coordinator announced that morning and afternoon sessions led by AFT resource persons, will include:

Grievance procedures, a mock collective bargaining session, legislative problems and progress in mid-western states, publications and publicity techniques, making the Local function, membership incentives and a local problems clinic.

AFT Resource Persons

The AFT resource persons will include Heller, Fitzpatrick, AFT Editor Marie L. Caylor and Administrative Aide Robert Porter; Executive Secretary Paul E. Woods, Illinois State Federation of Teachers; Harvey Otterson, executive secretary, Minnesota State Federation Teachers, and Ann Maloney, professional field representative of the Indiana Council of Teachers Unions, and member of the state legislature.

Fitzpatrick said the program is being arranged and supervised by Robert W. Ozanne, director of the university's School for Workers. Housing for enrollees will be in Sullivan Hall, a new men's dormitory, meals will be in Holt Commons and classes in Sullivan Hall and/or Wisconsin Center.

California

BERKELEY, Calif.—John Hutchinson, coordinator of labor programs of the University of California, announced that the 1961 summer AFT institute in cooperation with the California State Federation of Teachers will be July 31 to Aug. 4 on the Berkeley campus.

The institute will offer two one-unit courses, one in the morning and one in the afternoon. Registration fee for each course will be \$15. Lou Eilerman of Long Beach, CSFT president, heads the AFT leaders in the state cooperating in arrangements.

The Two Courses

The morning course will be, "Research and Policy in Education," conducted by Dr. Martin Trow, assistant professor of education and sociology, who did three previous courses at AFT institutes.

The afternoon course was announced as, "Great Issues in Politics." There will be five instructors, each a leading specialist in his field, and each taking one session.

The five topics are, "The Prospects for Disarmament," "Civil Liberties and Civil Order," "The American Image Abroad," "The Competence of Free Men," and "Political Power in America."

The instructors will be, *seriatim*, Dr. Thomas Blaisdell, professor of political science; Dr. Paul Seabury and Dr. Peter Odegard, also political science; Dr. Jack London, associate professor of adult education, and Dr. Seymour Martin Lipset, professor of sociology.

Toledo Plan, Pay Teachers Every 2 Weeks Advanced

TOLEDO, O.—Members of the Toledo Federation of Teachers, Local 250, are considering a plan being investigated by Joseph B. Dence, treasurer to make every other Friday pay day throughout the year.

Toledo teachers now receive 20 paychecks a year and, of course, go checkless as teachers in many areas do during the summer.

Under the plan, members would assign their take-home checks "for deposit only" to the Local which would deposit them, and then issue 26 checks—one every other Friday—to plan participants.

Only deductions by the Local



Mr. Dence

Hospital Insurance Advanced

SPRINGFIELD, Ill.—The Legislative Round-Up (bulletin) of the Illinois Federation of Teachers reported shortly before press time that a bill enabling school boards to carry or share in hospitalization insurance for teachers has passed second reading in the House of Representatives.

The bill (HB 307) was introduced by Representatives Burks, Wendt, Marks and Mrs. Dawson. It would apply to downstate teachers and a companion bill for Chicago teachers had been prepared.

would be for union dues under agreement between the teacher and the union. The proposal originated from a questionnaire distributed to teachers by Local 250 President Richard Buchholz.



Bremerton Teachers Union, Local 336, members of which took leading part in securing new state tenure law, celebrates 27th anniversary with Founders Day dinner: Seated, from left, State Rep. Pat Nicholson; Mrs. Florence Justin, Local 336 secretary, and James Bemis, president. Standing, Arthur Broetje, president of the Washington State Federation of Teachers; Paul Warner, president of the Bremerton Metal Trades Council; Charles Temple, president of the Central Labor Council, and State Rep. C. W. Beck.

New Tenure Law

From Page 1

law which provides that notice of dismissal must be given by April 15 or the teacher was presumed to be rehired.

There is no probationary period. Under the new law which amends the previous statute, Broetje said, appeal from the decision of the school board in cases of dismissal go directly to the courts for the *de novo* trial.

May Affect Jones Case

He pointed out that this eliminates hearings before the county and state superintendents as provided in the old law. One of the first cases that may be affected is that of Richard G. Jones, Bremerton high school government and world affairs teacher.

Jones was fired by his school board after his students following class discussion, sent a telegram to then President Eisenhower (American Teacher magazine, Dec., 1960) suggesting that the president apologize to Russia for the U-2 spy flight, to end a then apparent "crisis" between the two countries.

The telegram was sent without first being shown to Jones

a member of the Bremerton Teachers Union, but the school board discharged him nevertheless after newspapers printed the story.

After the Kitsap county superintendent upheld the Jones dismissal, Superior Court Judge Frank W. Ryan on petition of the teacher's attorney, Kenneth A. McDonald, ordered that a complete transcript of the hearing be delivered to the state superintendent since such transcript had been refused.

Broetje said it is the "opinion of experts" that the state superintendent may postpone action on the Jones case until the new law becomes effective, at which time it would be unnecessary for the official to rule and the case would be taken to the Superior Court.

The Washington State Federation of Teachers as well as Local 336 is backing Jones in his fight for reinstatement.

Scant New Tax Money

Broetje said the Washington legislature provided less than half the new school tax money requested by Gov. Rosellini, and as a result the state may slip further down the ranking, relative to teachers' salaries.



Teaching credentials of Tillman H. Erb, center, member of the San Jose Teachers Union, Local 957, restored by the California Board of Education after attorney general's opinion: The credentials were withheld after Erb agreed to testify about himself before a House Un-American Activities Committee but not about others. (American Teachers, Nov., 1960, and March, 1961.) The California State Federation of Teachers as well as Local 957 supported Erb's case. Others in photo, left, Hugh MacColl, CSFT executive secretary, and Mrs. Erb examine credentials. Leaders regard attorney general's opinion restoring credentials as step toward establishing teachers' constitutional rights. Erb commented: "Thank God for the U.S. Constitution and the American Federation of Teachers!"

Cleveland Rejects Low Raise, Works for Across-Board Plan

By Stephen Zerucha*

CLEVELAND, O.—In what would appear to be a most "un-union like move," the Cleveland Teachers Union, Local 279, has turned down a raise.

In an attempt to attract more teachers to Cleveland, the board of education raised the BA minimum to \$5,000 (\$5,200 for an MA), and offered \$150 raises to teachers already employed.

The recent request by Local 279 was for a \$600 increase for all teachers. The \$150 offer fell so far short of this request that veteran teachers urged the union to turn down the offer and reopen salary talks.

The salary "insult" spurred a good number of the seasoned and dedicated teachers to offer solid advice and encouragement to the CTU Executive Board. A special meeting, attended by over 500 members, was held. Many of the issues of current importance received a thorough airing and were accepted as the CTU's immediate battle plan.

Money Found Available

Providing a solid foundation for the evening's discussion was an examination of the board's 1961 budget. Robert Martin, a certified public accountant employed by the Local, presented a report on his study and uncovered \$5,601,546 which he found hidden in various accounts and reserves.

It was Martin's contention



Mr. Zerucha

that the board could find at least this much for salary increases in its present budget rather than rebate unused millage as they have done in past years.

With these grounds to fortify their stand, the general body mandated its Executive Secretary Paul A. Corey to present the board of education with the following salary requests:

(1) A \$600 across the board increase for all certificated personnel.

(2) Longevity increases of \$300 for those with 25 or more years of service.

(3) Salary adjustments for the certificated personnel who are not currently on the teacher's salary schedule. This group includes attendance teachers, nurses, and others who are not classroom teachers but are required to have equivalent training.

(4) Adoption of the CTU salary schedule presented to the Cleveland board in March, 1958 (BA-\$5,000-\$11,300; MA-\$5,400-\$11,800, including longevity increases.)

Morale Issues Raised

Other action taken by the 500-plus assembly was aimed at morale issues, other than salary. A 12-point plan to improve working conditions and educational facilities was adopted for presentation to the board. It deals with personnel policies, extension of sick leave, reduction of clerical load and class size, as well as improved classroom and teaching facilities.

Re-activation of a Committee on Public Education was, perhaps, the most important step taken by the Local. By unanimous consent, the body approved setting up the effective educational arm which was so instrumental in the election of

Minneapolis, 59 Aids Member Fired on 'Outdated Charges'

By Charles E. Boyer*

MINNEAPOLIS, Minn.—Members of the Minneapolis Federation of Teachers, Local 59, at a meeting voted two to one to back an appeal to the district court by Mrs. Celestia Fraction for reinstatement in her teaching position.

Mrs. Fraction, a tenure teacher, was dismissed by the board in March on charges brought by School Supt. Rufus A. Putnam, subsequently refuted or shown to be "outdated" at her hearing.

The original charges last February by Putnam included one of inefficiency, later dropped, and that the teacher violated a board rule against unauthorized absence when in 1959 she visited her sick mother and also attended a religious convention.

Case Flaunted Justice?

Observers have called the case "the most flagrant violation and miscarriage of justice in the last 35 years in the Minneapolis schools." Local 59's membership early in April adopted an executive board recommendation to support the court appeal.

There are those who believe that Putnam filed the charges to uphold Mrs. Fraction's principal and personnel director, who sought her discharge. At a hearing in late February, the charges of inefficiency were dropped. Sam Sigal, the Federation's attorney, established the fact that the remaining accusation of violating a board absence rule was "stale," since it was known to the principal at the time, and, Sigal contended, void-

*Executive secretary, Minneapolis Federation of Teachers, Local 59.

Walter L. Davis to the board of education.

Davis, the education director of the Retail Clerks Union, has made great contributions to the cause of education and teacher welfare in the relatively short term he has held the board position. A speakers bureau, discussion leaders for coffee klatches, a telephone committee, and a group to distribute printed materials compose this group. The committee will work for the candidates endorsed by the Cleveland AFL-CIO since the CTU does not directly endorse candidates.

Military Service Pay

In the much discussed matter of reimbursing veterans for military service prior to teaching, the school board acted to pay the increments which were in effect during the period of service. Over 600 military veterans benefited from Local 279's test case in which Roger Schleuter, a Cleveland language instructor, obtained a favorable judgment. (American Teacher, Jan., 1960.) In Schleuter's case, he will receive pay retroactive to Jan., 1951, at the rate he should have been paid. In all other cases, the retroactive phase of the issue is still being decided.

ed by the renewal of Mrs. Fraction's contract in June, 1960, for the coming school year.

Board Vote Split

Three board members voted for demotion and suspension in lieu of discharge, while the majority upheld Putnam, and it appeared that the real issue was the sustaining of the superintendent rather than the consideration of evidence in the hearing.

In January previous to the dismissal, Putnam is declared to have admitted before witnesses that Mrs. Fraction was a tenure teacher, and also a good teacher; that the action initiated by the principal and the personnel department would be quited by transfer to another school.

But an unsigned note left on the principal's desk 10 days later regarding the 1959 absence, appeared to give him the "out" to file the dismissal charges.

Had Entered Tenure

Before the dismissal, Mrs. Fraction had taught one year as a long call substitute and two years as a probationary teacher with excellent recommendations;



Minot, N.D.

\$350-\$550

Pay Increase

MINOT, N.D.—Teachers in this school system will return to school in September with a substantial salary increase.

The new schedule giving Bachelors \$350 and Masters \$550 more is attributed mostly to efforts of the Minot Federation of Teachers, Local 302, of which Norman Howe is president.

The 1961-62 schedule for Bachelors will start at \$4,500 and reach \$7,000 in 10 steps, and for Masters is \$5,000 to \$7,500 in the same length of time.

Edna Bruns, past secretary, reporting for the Local, said many non-member teachers have asked for information about joining the union.

then was rehired for a fourth year, placing her under tenure.

Thirty-five parents submitted a petition stating that Mrs. Fraction was a competent and understanding teacher. Personnel at the board of education office now refer to the mis-handling of the case as a "comedy of errors."

Megel Calls Bargaining Key To N. Y. Board-Teacher Peace

NEW YORK, N. Y.—AFT President Carl J. Megel told a New York City school board-appointed Commission of Inquiry that collective bargaining is the first step for the solution of board-teacher relations in the city and urged election by teachers of the United Federation of Teachers, Local 2, as teachers' agent.

wise are allowed to fester and magnify.

"2) Provides a method of preventing the catastrophe of work stoppage from occurring, and

"3) Gives management a better idea of the problems of employees, and teachers a better understanding of the problems of administrators."

Helps Solve Problems

"Teachers help to solve the complex problems facing the schools by collective bargaining with their employers," Megel said. "Teachers, by education and maturity, are entitled to this right."

"Anything less serves to separate educators from the main stream of life and prevents them from properly preparing their students to face true-life situations . . . Democracy must be taught by thought, word and deed."

"The drive for collective bargaining in New York is being watched by educators in most school districts because progress here will be followed by boards of education throughout the country . . . Failure to extend collective bargaining will be a blow at the respect and status teachers must have."

Many Now Bargain

Megel said many AFT Locals and their school boards now engage in collective bargaining over the country, and that such bargaining improves relations between boards and superintendents and teachers.

The AFT president declared that activities of the National Education Association, "company union," at national and local levels should "rule it out" as bargaining agents in the thinking of teachers.

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GOING TO MOVE?

Notify us immediately, so that the American Teacher and American Teacher magazine will follow you. Send 1) your full name, 2) old address, 3) new address, 4) name and number of your AFT Local to American Teacher Publications, 716 North Rush Street, Chicago 11, Illinois.

Joining Union a Civic Duty

By M. D. Willey*

In today's complex world exercising your vote is not enough. You must through your union contribute financially toward employing experts to assist the legislator you have placed in office. And it will be the smartest money you ever spent!

Joining a strong organization which represents the work area with which you are affiliated is not only not contrary to the American philosophy of government but is, in truth, a civic responsibility.

The citizens of many work areas have become aware of this as evidenced by the National Association of Manufacturers, the American Medical and Dental Associations, the Bar Association, and the myriad guilds and unions representing the countless facets of the American labor force.

There are still too many workers, however, who cling to lingering medieval concepts and refuse to get their thinking into the 20th Century. Joining your union is a civic duty!

Our constitutional form of government was devised to govern a simple agrarian society composed of a comparative handful of people along a single sea-coast during a slow-moving horse and buggy era.

Today that same government is asked to govern a highly complex nation made up of teeming millions of people covering a goodly portion of the globe and in the age of thousand mile an hour jets. Some adjustment had to be made.

And it has been made without damage to our cherished original principles. Instead of a single milling mass we have collected ourselves into smaller organized work areas each represented by a lobby.

In the early phase of its development the term *lobby* took on an unfortunate connotation but in its registered and legal sense the lobby makes a vital contribution to modern government. Qualified experts hired by the workers do extensive research and stand



Mr. Willey

ready with facts and figures when bills affecting the welfare of these workers come up for a vote.

Without this help no legislator, however astute, could possibly digest the complexities of the thousands of bills which cross his desk each session. Therefore, it is the present day duty of the good citizen to not only vote the right men into office, but to join the union representing his work area and to contribute his financial share toward sending trained and capable representatives to assist the legislator he has duly elected. If the *good* citizen refuses to do this, the *not-so-good* citizen will take over the task with disastrous results.

We urge teachers, therefore, to get their thinking into the 20th Century; to do their *civic duty* and join the union representing their work area and make their contribution toward providing the research and study necessary to aid their duly elected legislators in carrying out their duties in this complex era.

The result will be a better and stronger America and a better and happier life for teachers and their families.

Refuses Merit Rating Pay

By Al Englehard*

Rarer than tree-ripened fruit in a super-market is the man or woman who will refuse money in deference to a principle. Thus did indeed Marjorie Stromquist, mathematics teacher at Blackhawk junior high school in Park Forest before the school board of District 163, in turning back a career award amounting to \$500 per annum because she could not condone the "merit system" under which the award was offered.

Such a rarity is worth more than casual reference, particularly since, through no coincidence, Mrs. Stromquist would place on everybody's all-Park Forest teaching team, whether selected by students, parents, or her own colleagues. It is worth noting also that Mrs. Stromquist had directed a statement to the board asking that her name not be considered, putting them on notice that she would be constrained to refuse. Quite evidently her prestige was of such magnitude that the omission of her name would have spoken more loudly than her selection and subsequent refusal. Under such circumstances, it must be in the public interest to examine into the matter, and determine why so highly respected a person was compelled by conscience to take such forthright action.

There is no conceivable circumstance in which self-interest could be served by Mrs. Stromquist's refusal of this high honor, and its emolument. Thus it must be concluded that her purpose stemmed from a desire to further the cause to which she has proven such deep dedication—the education of children. One must assume, as indeed she stated, that she believes the merit system to be prejudicial to the proper performance of her efforts and the efforts of others in the teaching profession. I so honor the integrity and courage and self-respect here displayed that I would feel bound to give her platform wider circulation even if I did not agree with it.

Particularly do I feel so bound because the board handled the matter rather cavalierly, leaving with those who attended the meeting the strange feeling that it proposed despite Mrs. Stromquist's uncompromising statement to offer her a contract containing the added increment. The fact that the board gives itself this right adds some substance to Mrs. Stromquist's criticism. . .

To reward merit is a worthy concept; but in a profession in which excellence is as impossible objectively to evaluate as in the teaching profession—in which criteria are as impossible to establish—in which appeal of censure or grievance can never be substantiated, and against which no intrinsic re-evaluation can ever be made under such circumstances, the merit system, even when administered, as it may well be in Park Forest, by individuals of the highest moral integrity and objectivity, must engender a hierarchy.

Whether by sign or symbol such notice is ever given, the tendency under such paternalistic pattern is, as it has always been, to impel conformity and to repress freedom of action. Conformity and lack of freedom of action—and thought—is the most thing I do not want in those who will teach my children.

Properly the board may ask me how I would reward excellence, and offer an incentive for good teachers to remain. I will answer that many more good teachers will stay if they find their services adequately, not spectacularly compensated, and at the same time be provided with the very thing the merit system inhibits . . . an atmosphere congenial to honest self-expression, to contributory criticism, to freedom of thought and action, and at the last, to self-respect. To a teacher worth his salt, these factors are more important than money. Ask them . . . in private.

*In his column, "Counterpoint," in the Park Forest, Ill., Star, in which Chicago suburb teachers are under a merit rating system. Subsequently, teachers in the system applied for an American Federation of Teachers charter for a newly organized Local.

The President's Column

By Carl J. Megel

BY THE TIME you receive this copy of the American Teacher, we will have moved to our new AFT building at 716 North Rush Street, Chicago, Illinois. Through authorization of the convention and



New AFT Home, center, showing adjoining buildings. Name of National Sporting Goods Association is being replaced with American Federation of Teachers.

of the Executive Council of the American Federation of Teachers, we signed a lease with a one-year option to purchase this building as our future home.

We are sure that each and everyone of you will take great pride in referring to our home office. The mahogany paneling, and the cultural furnishings bring dignity and prestige. The purchase of this building would represent another milestone in the AFT's growth and gaining stature.

To complete the financing of this building, we will need your help. On Page 9, this issue, you will find a Subscription Agreement proposed by our attorney, John Ligtenberg. To obtain the funds necessary for the purchase, we are asking our members to invest in the *American Federation of Teachers Building Corporation*, by purchasing guaranteed, high-interest bearing certificates.

THESE CERTIFICATES of indebtedness, maturing in 10 years or less, will be issued in \$100, \$500 and \$1,000 denominations and will bear 6 per cent interest from date of your payment. The investment and the interest are guaranteed by the American Federation of Teachers and the equity in this building.

May I, therefore, strongly urge that you clip the Subscription Agreement coupon found on Page 9 of this issue and send it with your check to me today?

DAY-BY-DAY, and week-by-week, the effectiveness of the AFT as the one organization standing firmly against everlasting pressures which tend to make inroads to undermine our democratic ideals and our philosophies is in evidence. Through our efforts, we overcome the popular opinion that teachers have a snap job and are well-paid. We combat the witch hunts ever present, but which are today manifested in the Birch Society.

Recently, together with other AFT delegates, it was my privilege to testify before both the Senate and the House committees in Washington in support of Federal school aid legislation. We were graciously received and courteously treated. You may well be proud of the presentations made by the AFT delegates. However, if you wish to have the Federal aid bill passed in this session of the Congress, you must write to your congressman today.

WITH THIS ISSUE of the American Teacher, we close another successful year in the glorious history of the American Federation of Teachers. During the past nine years, it has been my privilege to give leadership to your organization with an ever-advancing program of action. Our accomplishments are a tribute to the support you have given me.

May I wish you a happy and healthful summer vacation and may you return in the fall to support increased objectives which we shall ask you to support in the same courageous fashion as you have in the past. I am grateful to each of you for your contributions in the past and I have no fear for the future because I can trust in your active support.

Public Relations Necessary To Implement Goals--Editor

MOLINE, Ill.—The managing editor of the Moline Daily Dispatch told the annual convention of the Illinois State Federation of Teachers that if it has goals without specific plans for achieving them, it needs a better public relations program.

Jack Sundine, also a civic leader and member of the board of the University of Illinois Citizens Advisory Committee, spoke at a convention luncheon on, "The Pay-Off in Public Relations." He said:

"Public Relations is a relatively modern name for a prac-



Mr. Sundine

tice that is as old as life itself. It is simply the science of influencing opinion.

All Have PR Programs

"Each of us as individuals has a continuing public relations program. It is not a formal program, nothing we put down on paper. But we all try to act in such a way that other people think well of us.

"We do this for a number of complex and sometimes subtle reasons. Having people think well of you makes you feel good.

Having your spouse think well of you keeps home life happy.

Having your students think well of you makes you a more effective teacher.

Having those responsible for your life think well of you—brings things like money, promotion and security.

"It is not hard to take your

personal public relations program apart and look at it. You have certain objectives in your life, most of them involving the actions of people for or against you. So you conduct yourself in such a way—you hope—that most of these actions will favor you.

Results Determine Success

"You adapt your behavior toward each person according to the situation. To some, you are merely cordial. To others, you really work at it.

"The sum total of what happens to you is the measure of the success of your public relations program.

"Organizations, like people, also have public relations programs. Some of those programs are strong and successful. Others are weak and insufficient.

"Some organizations do not need a formal public relations program because they have no unfulfilled ambitions. To have a program that is not needed is like inventing a cure for which

there is no disease.

"But as an organization member, ask yourself this: Do we have organizational goals without specific plans for achieving them?

"If the answer is yes, you need a better public relations program. If you would influence legislation, attract more members, cause social and economic change, it is obvious that you need better instruments to shape opinion.

"With the sharp, multiple instruments of good public relations, you can attain your objectives. And that is the job, the payoff, in public relations."

The convention also heard, among others, addresses by State Public Instruction Supt. George T. Wilkins, and workshops on taxation, legislation, organization and publications.

Chicago Spring Education Conference

CHICAGO, ILL.—The Chicago Teachers Union, Local 1, will hold its 21st annual education conference in this city's Sherman Chicago Hotel, Saturday, May 27, with the program keyed to the theme, "Tomorrow's Exploding Schools."

Five panels will be on Mass Education Devices, New Techniques for Ever-Expanding Education, Orienting Teachers for New Frontiers, Adapting New Frontiers to Living in Many Dimensions, and Legislation to Meet New-Type Education.

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Detroit, 231 Evaluating Principals

DETROIT, Mich.—The Detroit Federation of Teachers, Local 231, is undertaking an evaluation of principals in the city's schools. The project was

developed by the union's democratic school relations committee and approved at a membership meeting.

The Detroit Teacher said an "opinionnaire" to be returned by teachers is a version of a rating sheet developed several years ago by the Minneapolis Federation of Teachers.

Purpose is to secure answers to 15 questions revealing "good and not so good spots in school administration."

Gary Teachers Union, Local 4, honors members for outstanding achievements at annual dinner: From left, Ann Maloney, past AFT vice-president, cited for her work in the Indiana legislature of which she is a member; Leila Doyle, selected by the American Association of School Libraries as its assistant director, 1961-62, of project to improve school libraries, and Local 4 President Robert J. Razumich.

Veteran Leader To Be Cited, Alumni Dinner

CHICAGO, Ill.—A testimonial dinner honoring Miss Mary J. Herrick, vice-president of the American Federation of Teachers, was scheduled for May 7, late afternoon, in the banquet room of McCormick Place.

The dinner was to be sponsored by Miss Herrick, the alumni council of Du Sable High School in which Miss Herrick has been a teacher for 25 years. In announcing the dinner



to the alumni, Raymond E. Hart, council president, said:

"We believe that you will agree that if there is one person who a great majority of us feel was an inspiration and a motivating force in our lives, giving unselfishly of her time and energy, with an undying sense of dedication, that person is Miss Mary Herrick.

"When we heard she would retire this year, we discussed the matter and decided it would be most fitting and proper that the Du Sable Alumni Council pay tribute to her in the form of a testimonial banquet," Timuel D. Black, council vice-president, added:

"We feel that Miss Herrick, who has devoted so many years of her life to Du Sable and to many other causes and people, is worthy of even greater honors than we can bestow on her."

Net proceeds of the dinner were earmarked for the Du Sable Council scholarship fund.

AFT Leaders Urge Action for Federal Aid

Megel and Six Others Back Kennedy Bill at Hearings

WASHINGTON, D. C.—The president of the American Federation of Teachers told the Senate and House Sub-Committees on Education that there is "great urgency and need throughout the country" for the enactment of President Kennedy's Federal Aid for Education program.

Megel testified before the committee chaired by Senator Wayne Morse, (D-Ore.) and Congressman Cleveland M. Bailey, (D-W. Va.), in support of the Kennedy-backed School Assistance Act of 1961 which is S. 1021 sponsored by Morse in the Senate, and HB 4970, introduced by Cong. Frank Thompson, Jr., (D-N.J.), in the House.

The AFT president declared that American education "in our publicly supported schools and colleges, is facing its greatest need and test of either our times or history, and how our Congress and our nation meets this test will decide America's future."

Six Others Testify

Six other AFT leaders also testified, urging enactment of the aid legislation. They were Selma Borchardt, vice-president and Washington representative; Vice-Presidents Dr. David A. Hilton of Grosse Pointe Farms, Mich., and Phyllis Hutchinson of Portland, Ore.

Also, Celia Pincus, president of the Philadelphia Federation of Teachers, Local 3; Samuel Hochberg, deputy president of the United (New York City) Federation of Teachers, Local 2, and Margaret Root, executive secretary of the Pennsylvania State Federation of Teachers.

Time to Argue Past
Megel told the hearing committee that the time for controversy over Federal aid for the public schools is past. He continued:

"Education can no longer be retarded by those who view with alarm; who demand that the bill include unconstitutional provisions, or who contend that state and local ox-cart school financing methods can be adapted to this space age.

"There have been many

authoritative estimates of the number of new classrooms needed—150,000 to 500,000. I submit to you that whichever of these estimates is correct is beside the point. So long as groups of American boys and girls are crowded into classrooms—40 to 50 to a class—American education is not serving America or America's youth.

Estimates of the shortage of qualified teachers also vary—from 100,000 to 350,000. Which of these estimates is correct is also immaterial, so long as American children anywhere lack competent instruction.

"And, I cannot emphasize enough the necessity of having a portion of Federal aid appropriations mandated for teachers salaries. It is foolhardy to consider aid for education only in the area of school construction. The teacher and the pupil are the keys to education in the final analysis. Bricks without brains constitute national folly.

Most Salaries Low

"Certainly our states and localities must recognize the need for higher teachers' salaries and so apply a portion of the Federal allotment. Today, under state and local financing, only 21 per cent of all classroom teachers are paid more than \$5,000 a year; 17 per cent are paid \$3,500 or less, and 62 per cent are paid from \$3,500 to \$4,999. Of necessity, this must be corrected if we are to staff our public schools with competent, qualified career teachers.

"Total financing of the public schools by the states and communities is no longer possible. The property tax method is inadequate and obsolete. It no longer spreads school costs over the majority of the people, and only the Federal taxing system can do so.

"Additionally, such funds from the Federal government should not be construed to relieve state or local communities of their responsibility but rather increase education and not reduce taxes. Our school population is growing so rapidly that only



[Twenty Questions and Answers About Federal Aid, Page 12]

by increasing the funds for education can we hope to maintain a satisfactory and stable educational system.

Students Need Help

"Our 40 million students now in school are in critical need of the help the bill before you would provide. School districts able to completely finance themselves in these days, in every way, simply do not exist. Our largest and wealthiest cities have the largest classroom and teacher shortages.

"Federal Aid for Education should not be evaluated in terms of its cost, alone, but in terms of an investment that will increase the national wealth and the individual's earning ability many times over the amount of the expenditure.

"Education is the basis of our national progress and prosperity. From now on, in days of world rivalry among nations; when man will compete to reach the stars, while communism threatens us—it is also our hope for national security.

"America's teachers who have first-hand knowledge of the needs inside our public schools are watching this Congress with new hope, realizing, however, that hearings such as this one have been going on unremittently in Congress for ten years.

Hearings Show Need

"These hearings have demonstrated that Federal Aid for Education would produce the greatest good for the greatest number of children. The despair of teachers meanwhile has been that almost a new generation of Americans has grown up under handicapped educational facilities.

"The teachers in your public schools plead that it is time to end inconsistent controversy over Federal Aid for Education, and that this Congress act for the greatest benefit to

the greatest number. The greatest number are in the public schools.

"I will not enter the controversy over Federal aid for church and other private

schools, now confusing the issue of public school aid. President Kennedy and the best legal authorities have said that Federal grants to private schools would be unconstitutional."

Bill for Grants to Schools Due on Floor of Senate

By Willard Shelton*

WASHINGTON, D. C.—In late April or early May, a general school aid bill—a bill for direct Federal grants for construction and for teachers' salaries in the public school systems—is expected to reach the floor of the Senate. The presumption is that the bill will be satisfactory to the Kennedy Administration and will pass in the form recommended by the Committee on Labor and Public Welfare, which in turn will be substantially influenced by proposals of its subcommittee on education headed by Senator Morse of Oregon. Senate action, however, may be only the beginning of the struggle.

The religious issue overshadows the debate on details. It has become the key issue in determining whether any agreed legislation can be passed and sent to the White House for the President's signature, and the battle is heated.

Opponents Are United

The enemies of Federal school grants, who have been able to block any such program previously, have the advantage of structural unity: They oppose it now as in the past. They are powerful in the House of Representatives. The advocates are split.

For example, the first Roman Catholic American President, who announced during his campaign a conviction that Federal fund grants to parochial or other private schools would be unconstitutional, is the first to be met with a declaration by powerful Catholic spokesmen that assistance to parochial schools must be part of a general school aid program.

Believes Loans Legal

Senator Morse, a noted constitutional lawyer, believes that a loan system to assist parochial schools would be legal, and he sponsored a bill last year to provide such a system. As chairman of the Senate education subcommittee, he warns this year that the issue must be separated

from general school aid to keep the latter from being killed.

The school aid issue, in short, has taken on emotional and religious complexities, and the only group in Congress that can take a single minded attitude is the group that is flatly hostile.

Aid Pressure Stronger

Now the pressure for Federal aid is much stronger in states that desperately need help but the question is how to formulate a program that can be maneuvered past the rocks and shoals of the parochial school controversy.

The Senate committee laid plans to split the issue into its two separate elements. A public school aid bill was slated to go to the floor for initial action, but the parochial school discussion was to be moved in "lock-step." Hearings were set for the week beginning April 17 in an effort to find a formula dealing with church schools.

Clearly, good will, tolerance in discussion and a remarkable degree of constructive legislative engineering must be brought to bear if the controversy is to be settled fruitfully and the Federal government is to meet its responsibility for improving the quality of our education.

Miss Borchardt Reports Aid Is Probable

WASHINGTON, D. C.—Miss Selma Borchardt, AFT vice-president and Washington representative, said in her Washington Newsletter issued at press time that "for the first time in many years . . . I believe I can say, 'It seems highly probable that a bill for Federal aid for public elementary and secondary schools will be adopted by Congress this year.'"

Miss Borchardt urged AFT leaders and members to write their senators and congressmen asking them to support the aid, including for teachers' salaries and school construction.

She also recommended the same action backing legislation for special projects such as research, to reduce the number of drop-outs, and to postpone administration recommendations to reduce aid to Federally impacted areas.



City, civic, labor and school officials join South San Francisco Federation of Teachers, Local 1119, in celebrating its tenth anniversary: From left, at Charter Day dinner, Douglas Leone, Local 1119 past president and currently vice-president; Warren Heckman, treasurer; Tom Gaffney, past-president, currently vice-president; Susanne Greenfield, president; Ken Farmer, recording secretary, and Clark Natick, corresponding secretary. City and school officials participating included Mayor Andrew Rochea and School Supt. Charles Davis.

*Managing editor, AFL-CIO News. Written for the American Teacher.

AFT Convention in Shadow, Famed Independence Shrine

PHILADELPHIA, Pa. — The 45th annual convention of the American Federation of Teachers will be held in Philadelphia, Monday through Friday, Aug. 10 to 18, in the shadow of Independence Hall and its famed Liberty Bell.

President Carl J. Megel announced that national and local committees are fast completing arrangements and a program, to make the event long to be remembered by the delegates, as well as stimulating to future AFT growth.

Speakers programmed at press time included Ralph McGill, editor of the Atlanta Constitution at the annual Democratic Human Relations luncheon, and Saul Miller of Washington, D.C., director of AFL-CIO publications including the AFL-CIO News, at the annual Union Teacher Press Association luncheon.

Hotel Air Conditioned

President Megel's annual address will be Tuesday morning. The Bellevue-Stratford, completely air conditioned, will be the convention hotel. Megel stressed that Locals should make their room reservations for their delegates early, in an information sheet showing rates, et cetera.

Registration will begin Sunday, Aug. 13 at 1:00 p.m. and a reception for delegates is being planned by the Philadelphia Federation of Teachers in the

hotel's Rose Garden Room from 7:30 to 10:00 p.m.

Monday morning's convention session will be held in history-steeped Independence Park, with greetings from public, school and labor leaders, and a tour through Independence Hall following the formal opening.

UTPA to Elect

The Union Teacher Press Association luncheon will be at 12:30 p.m. Presentation of the annual American Teacher Awards of Merit to state and Local AFT publications and the biennial election of UTPA officers will follow.

Additional features will supplement President Megel's annual address Tuesday morning. The afternoon has been set aside for planned tours of the city's historical points.

Wednesday's sessions will include reports from national office department heads, with the Democratic Human Relations luncheon at 12:15. Wednesday afternoon union techniques workshops will be on organization, state Federations, new trends in education, negotiations and collective bargaining, and public relations and publicity.

Wednesday evening is listed as a free evening. Committee meetings will begin Monday afternoon, and follow along with committee reports later during the week. The annual convention call was to reach Federation officials by May 1 or before.



National and Philadelphia leaders join in planning the 45th annual convention of the American Federation of Teachers, Aug. 14 to 18, in Quaker City. From left, seated, Miriam Axelrod, chairman, Philadelphia Federation of Teachers, Local 3, convention committee; AFT President Carl J. Megel and Vice-President Rose Claffey of Salem, Mass., and Paul B. High of Cleveland, Ohio, national committee members and chairman. Standing, Celia Pincus, Local 3 president; Mrs. Bessie Cohen, social events; Mrs. Ponsie Hillman, registration; Frank Sullivan, trouble shooter; Margaret Root, executive-secretary, Pennsylvania Federation of Teachers, and Ben Stahl, program. Philadelphia chairman not in photo include Jack Lisan, trips and tours; Hilda Travis, hospitality, and Israel Pincus, co-chairman, trouble shooting committee.

Philadelphia, Local 3, Maps Lively Plans for Delegates

By Celia Pincus*

PHILADELPHIA, Pa.—Delegates to the 45th annual convention of the American Federation of Teachers, Aug. 14 to 18, will receive a hearty welcome as well as any feasible assistance from the Philadelphia Federation of Teachers, Local 3, which will host the big assembly of delegates.

The Bellevue-Stratford, the headquarters hotel, two blocks from the City Hall and from famed Wanamaker's although a landmark, has been charmingly renovated and is completely air conditioned.

Steeped in History

We are sure you will find our city interesting. Delegates will have an opportunity to see Penn's "green country town," Independence Hall, the Liberty Bell, famous old churches, the colonial area now being rebuilt, and Valley Forge as well as a new and vital city.

Philadelphia, once called corrupt and contented, now warrants quite different epithets. You will want to see the results of municipal planning, the new center city of business and homes, and other evidences of imaginative leadership. Some of these leaders you will meet and hear.

The opening session of the convention will be held in the Park facing Independence Hall. Our deliberations will begin in the same place where Washington, Jefferson, the Adamses, Hancock, Franklin, and others of that stature brought forth a nation. May their spirit inspire us!

Plan for Delegates

Miriam Axelrod, head of the local convention committee has gathered a group of enthusiastic

chairmen. Ponsie Hillman will be responsible for the information center. Ben Stahl has been working with his committee to secure stimulating people for the programs. Frank Sullivan and Israel Pincus are heading a group of trouble-shooters who will keep the convention running smoothly.

The free summer concerts of the Philadelphia Orchestra will be over by August, but the two summer theaters and the three music circuses of the area will give you the opportunity to see Broadway stars. Bessie Cohen, in charge of social activities, has her committee lining up such events as well as the Sunday evening reception.

Old friends of many conventions — Margaret Root, Olivia Taylor, Frank Sullivan, Hilda

Travis, and the writer, as well as members from our neighboring Locals from Camden, N.J., and Wilmington, Del., will be on hand to welcome you in Local 3's hospitality suite.

Walking Tour, Trips

"We would like to see something of Philadelphia and places nearby when we come to the '61 convention," delegates told us last year. So Jack Lisan, with long experience in the field, is arranging a walking tour of the historic area for Monday and visits to museums, et cetera. Tuesday afternoon, he will be glad to set up trips, at less expense for groups, for example, to Atlantic City, Gettysburg, the Bucks County art area, particularly for Saturday, when all stores are closed, and for Sunday.

Address all questions to the Philadelphia Federation of Teachers, 34 S. 17th Street, Philadelphia 3, Pa. Don't hesitate to write.

Come to Philadelphia! Everybody eagerly awaits you!



Atlantic Teachers Union, Local 228, Panama Canal Zone, now working for realistic promotional policies following many gains in 30 years since it was chartered. In photo, from left, First Vice-President O. E. Jorstad, Treasurer Dorothy K. Henry, Secretary Ethel V. Bielowski, Second Vice-President Elisabeth Rowley, and President Eugene T. Gregg. Two charter members, Kenneth W. Vinton and Roger C. Hackett, are still teaching, after watching the union, on Zone's Gold Coast, Mar de Las Antillas, help improve education and teacher welfare in the area.

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Teachers Elect West St. Paul, Local 1148, Bargaining Agent

WEST ST. PAUL, Minn.—The office of the state labor conciliator has certified the West St. Paul Federation of Teachers, Local 1148, as the bargaining agent for teachers in its jurisdiction.

Russell M. Nelson, Local 1148 president said the certification followed an election under the Minnesota public employees bargaining law (American Teacher, Sept. 1957).

The Local called for the election after the school board re-

fused to negotiate with the Local 1148 committee as it had done for the previous nine consecutive years.

Of the 162 teachers, 141 voted for the Federation to represent them, three voted no, and 18 failed to cast ballots.

Nelson said, "We are pleased with the result of the election and are now proceeding with the somewhat delayed salary and welfare negotiations with the board.

Richfield Case To State Labor Conciliator

RICHFIELD, Minn.—The Richfield, Minn., Federation of Teachers, Local 1204, was waiting at press time for a decision from the state labor conciliator on its bargaining agent status.

Donald M. Johnson, Local 1204 president, said that up to this

year the Local and the education association worked together for an agreement with the board of education.

This year the Local and the company union failed to agree and the Local asked the conciliator to be designated bargaining agent for high school teachers of which it has a majority.

After two hearings, a board and association challenge of legal position of the conciliator, later dropped, testimony was taken and briefs were to be filed.



Noted Kansas University emeritus professor addresses Kansas City Metropolitan AFT Council on, "What's Wrong with Education": From left, snapped at annual council dinner, Ethel May Shull, president, Kansas City, Mo., Federation of Teachers, Local 691; Lauren Plummer, president, Kansas City, Kan., Local 800; Dr. John Ise, economist and speaker; Paul Schleselman, president, North Kansas City, Local 1309, and Eva Dimmitt, president, Independence, Local 1184. Story below.

Kansas Dr. Ise Urges, Teach Politics and Less Education

KANSAS CITY, Mo.—An emeritus professor and former chairman of the department of economics of the University of Kansas told union teachers of this area that teachers are forced to study so much pedagogy that they haven't time to learn their subjects.

Dr. John Ise spoke at this spring's annual dinner of the Kansas City Metropolitan Council of the American Federation of Teachers, declaring that university and teacher college curriculums are crammed with "pedagogy and methods now called 'education.'"

He added: "One university offers about 100 courses in education . . . curricular obesity characterizes all departments in colleges and high schools.

Hits 'Useless Frills'

"If we are to get salaries up to where they belong and invigorate our work, we will have to stop dissipating our energies

and money in useless frills and more than useless extravagances."

"I firmly believe that the university could improve its standards, raise salaries, reduce teaching loads and reduce the amount of building space needed by cutting the number of courses about 30 per cent."

Dr. Ise said he "clings to the idea that a very good way to develop teachers is to fill them so full of knowledge of their subjects that they 'must teach or bust.'"

Curbed by Fears

He declared that public school teachers should "know more, should have more time to learn more, and should be allowed to teach what they know—even important things in their own way without fear of offending the board, the superintendent or principal."

Ise declared that most high school and college teachers do



East St. Louis suburban Cahokia Federation of Teachers, Local 1272, and school board negotiate contract including collective bargaining and grievance procedures: From left, Art Mills, Local 1272 president; Leroy Darnell, chairman of board negotiating committee; Jennie House, Local 1272 secretary, and Carl Kleist, member of board committee, snapped after Memorandum of Agreement was signed.

Cahokia Gains

From Page 1
and stubborn board majority. (American Teacher, Nov. 1958.)

Mills promptly announced that the Local would campaign to elect a new teacher-minded board. With the assistance of labor, parents and others, it swept four previously endorsed candidates into office. (American Teacher, Sept., 1960.)

Subsequent negotiations resulted in the improved salary schedule over two school years. Following this gain came the now written memorandum of understanding. Signers include Mills and Jennie House, secretary, for Local 1272, and for the

board, Stanley B. Adams, president, and Robert D. Jackson, secretary. The collective bargaining clause recognizes Local 1272 as the bargaining agent for its members, only, and stipulates that the board will negotiate with the Local's committee. The grievance (disputes) procedure is set up similarly, with the steps to be taken listed.

The memorandum states that in cases of dispute, the representative bodies of the Federation and the board working cooperatively with the administrative staff shall have full power to establish new policy apropos to the situation or condition being negotiated.

Covers Fringe Areas

The agreement also covers how the Local may invite new members to join, adherence to the agreement policies, the filling

of vacancies in the schools, the salary schedule, leave of absence, maternity leave and leave for teaching overseas.

Also, leave of absence for study, sick leave to which 10 days were added, emergency leave, attendance at teachers meetings and summer school attendance. The final article (chapter) states:

"This agreement shall be binding from the date of its adoption and shall be considered as renewed from year to year thereafter until official representatives of either the board of education or Federation feel the change of conditions herein described warrants a change in the terms of this memorandum.

"Should either party . . . desire to change the memorandum either completely or by amendment(s), said party shall provide notification in writing."

New Dayton Union Teacher Newsletter

DAYTON, Ohio—The Union Teacher is the new printed newsletter of the Dayton Federation of Teachers, Local 921. Karl Farnlocher is editor.

The publication is comprised of four letterhead sized pages, and does a good job of summarizing news of interest to Local 921 members.

Publication Of Its Own For Iowa State

DES MOINES, Ia.—The Iowa State Federation of Teachers was to launch a publication of its own in April.

The Des Moines, Local 600, Notes and Quotes said Wallace Flanders of the Ottumwa Federation of Teachers, Local 1112, was editing the paper.

New AFT Home

From Page 1

nancing of the purchase price will involve the following steps:

"1) A conventional first mortgage for \$75,000, payable in monthly instalments over a 15-year period with interest at 6 per cent.

"2) The remainder will be sought as loans from AFT members and local unions. It is hoped that this amount will be oversubscribed; the excess can then be used to reduce the first mortgage.

The amount needed annually to pay principal and interest of the first mortgage in 15 years is about \$7,600. The amounts needed annually to pay the certificates of indebtedness at 6 per cent over a 12-year period will average about \$8,700. This is little more than the yearly rental under the lease.

Taxes, insurance and building maintenance now assumed by the present owner will be additional. These costs are partially offset from rentals of part

of the building not now needed by the American Federation of Teachers.

Safety of Loans

"Safety of the loans from members and Locals seem completely assured by the substantial equity in the property over the first mortgage and the unqualified promise of the American Federation of Teachers to pay the certificates in full.

"Under the circumstances, purchase of the building appears entirely feasible and will have little effect on the operating budget and financial structure of the national organization. President Megel urges immediate and enthusiastic support of the plan, so that rent payments may be exchanged for equity payments at the earliest possible date."

The new headquarters building, on Chicago's Near North Side, adjacent to the Loop, contains about 6,000 square feet of floor space.

It was originally the home of International Harvester Founder Cyrus Hall McCormick, and is in an area undergoing new building and increases in property values.

AFT Defense Fund to Aid Of 17 Locals

CHICAGO, Ill. — Robert G. Porter, administrative aide, announced that the American Federation of Teachers has allocated \$12,729.37 in grants to 17 Locals for the legal defense of teachers' rights since July 1, last.

Locals receiving the grants included Chicago, Local 1; Milwaukee, Local 252; Bremerton, Wash., Local 336; Portsmouth, O., Local 746; San Jose, Calif., Local 957; Carver, Mich., Local 964, and Salt River Valley, Ariz., Local 1010.

Also, Berkeley, Calif., Local 1078; Pocatello, Idaho, Local 1087; Long Beach, Calif., Local 1263; Cahokia, Ill., Local 1272; San Diego, Calif., Local 1278;

Toledo, 250, Scholarships Total \$500

TOLEDO, Ohio — The Toledo Federation of Teachers, Local 250, has contributed \$500 for student scholarships in the University of Toledo this school year.

D. S. Park, dean of students, sent a letter to Richard Buchholz, Local 250 president, acknowledging the latest \$375; also congratulating the Local for its scholarship activity.

and North Kansas City, Mo., Local 1309.

Also, Benton Harbor, Mich., Local 1342; Houston, Tex., Local 1328; Seward, Alaska, Local 1347, and Edgewood, Tex., Local 1357.

The grants ranged from \$150 to \$2,000, with five Locals receiving \$1,000 or more. Porter said:

"It must be emphasized that the payments by the AFT defense fund were augmented by allocations by the Locals themselves, and in some cases their state Federations. This evidence of the high cost of defense cases should spur each Federation to create a defense fund of its own."

STRAIGHT "A's" FOR COMFORT

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FOREMEN'S MEETING
THURSDAY 7:30 P.M.
Area Locals as well as its own members aided the Milwaukee Teachers Union, Local 252, in rebuilding its defense fund with contributions after the fund was depleted by heavy court expenses in teacher-protection cases: From left, Clarence Luke, president of Milwaukee Vocational School Teachers Association, Local 212, hands check from members to Local 252 Financial Secretary Dale Hins and President Don Soucie. Members of the Milwaukee-West Allis Federation of Teachers, Local 1067, also contributed through their union.

Duluth Ass'n Honors Veteran Board Member

DULUTH, Minn.—The Duluth Teachers Association, Local 692, the Duluth Principals and Supervisors Association and the city's Retired Teachers Association joined in sponsoring a "Portrait of Excellence" dinner attended by 600 Duluth leaders honoring retiring School Board Member James F. Taylor.

Taylor had served public education in Duluth for 51 years, the last 15 as a board member. Local 692 of which Clifford A. Wikilius is president took a leading part in the program which included tributes to Taylor from city officials and school and labor leaders as well as a skit, "This is Your Life."

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Chicago Teachers Union Sets New Aims After Protest Walk

By John M. Fewkes*

CHICAGO, Ill.—The Chicago Teachers Union, Local 1, will continue to press the board of education for adequate salaries and improved working conditions as well as better personnel practices.

The timing of strategic moves to gain professional objectives is of paramount importance, and it is not always wise to reveal plans until they are put into operation.

Last January, the Chicago Teachers Union conducted a protest walk with more than 4,000 teachers participating. The thousands of teachers, carrying banners or American flags, paraded past city hall and the board of education.

Reasons for Walk

The walk (American Teachers Magazine, Feb. 1961) was conducted because the board and school administration:

1) Failed to negotiate democratically with the representatives of the 12,000-member Chicago Teachers Union;

2) Failed to consult teachers on professional matters;

3) Failed to improve personnel practices and working conditions for teachers;

4) Failed to recruit and retain sufficient qualified certified teachers to man the classrooms and to reduce class size. (Although one out of four teachers in Chicago is a temporary or substitute teacher, class size is still the highest in the United States. While the board of education publishes a pupil-teacher ratio of 31.5, classes of 45 or more are quite common);

5) Failed to provide adequate and equitable increases for teachers, particularly those with one to 15 years of service who received \$100—a raise of 50 cents a day—while teachers with 15 or more years of service received \$250. (The board of education could have made adjustments in the allocation of funds without increasing the tax rate to provide \$250 for all. Moreover, the union ascertained that the board had resources to provide increases of \$500 for all educational personnel. The contention of the board that there were not sufficient funds to grant all teachers an increase of \$500 is groundless. The tentative budget under-estimated income and over-estimated expenditures. For example, the budget called for 950 new teachers in 1961 at an estimated \$7 million. Now the general superintendent states that it is his hope to hire 375 new teachers. This one item, alone, properly



Mr. Fewkes

budgeted would have yielded almost enough for a \$500 raise for all teachers);

6) Did not rectify contemplated cuts in salaries of assistant principals, assistant deans, and assistant directors of trade and vocational schools;

7) Put into effect an inequitable salary schedule at Chicago Teachers College based on faculty ranking which causes some faculty members there to receive less salary than if they were teaching in the junior college or in the elementary or high schools; and

8) Did not provide service increments for all educational personnel.

Walk Reaction Favorable

Evaluating the results of the protest walk cannot be done immediately. Public demonstration, such as the walk, is one of the few devices left to teachers when they are denied the opportunity to participate in genuine good faith negotiating. As a result of the walk, the Union is flooded with favorable reactions to its dignified demonstration.

Immediately afterwards, some of the daily papers in Chicago saw fit to publish the letters of a few teachers and the leaders of a self-styled pseudo professional organization. The very vehemence of such letters and the newspaper editorials tells the Chicago Teachers Union that the protest walk was successful. The barrage of pro-union letters appearing in the metropolitan press however, focused the public's attention to some of the administration's practices and malpractices.

For instance, Board Member Raymond W. Pasnick, a labor representative on the board and the only member who did not vote for the adoption of the budget, declared: "The 1961 budget is not the product of our policy making. It is a document that coldly confirms the administrative wishes of the present superintendent. . . . Certainly any administrator who can get away with both making policy and then administering his own policy will do this. . . ."

Committee Concerned

The board of directors of Citizens Schools Committee—a representative group of citizens—has expressed to the board and to the press its concern of present school administrative practices in Chicago. Its concern centers around:

1) The public hearing schedule which should be held earlier and before a line budget has been printed and long before the budget is to be adopted;

2) The form of the budget which would be much more intelligible to the public if it were a performance budget; and

3) The calibre of the teaching force whose morale and dedication are key components in an educational system.

These factors are in turn affected by personnel practices and the manner in which salary questions are handled.

Until the Chicago board of education improves its budget-

ing practices, personnel practices, and reduces the class load—all long-time goals of Chicago Teachers Union—it will continue to battle against odds in hiring teachers.

Chicago is near the top in teachers' salaries. But it is also at or near the top in cost of living. Therefore teachers' salaries in Chicago should be the highest in the nation. They are not! Moreover, only a minute percentage receive the maximum salary so frequently quoted for Chicago.

Improved working conditions such as smaller classes, better equipment and materials, and less pressure which is increased by many non-teaching duties would attract and hold teachers in Chicago.

Financial Crisis

Illinois, like most states, is faced with serious financial crises. Two years from now, it will need at least \$600 million in additional revenue. Grave deficits are threatened even before the legislative session ends. The current battle in the Illinois legislature between the Republicans and the Democrats is not conducive to the passage of legislation.

Little time remains to pass needed school legislation, revenue bills which must increase the state's finances, and other important bills. If legislation providing for additional revenue is not passed by July 1, it will have to wait until 1963 or a special session of the legislature will have to be called.

This would indeed lend chaos to what has already become a crisis. The passage of legislation or the failure to do so will affect the Chicago board of education's income and expenditures.

Union Backs Bills

In the face of this threat, the immediate objectives of Chicago Teachers Union have been to introduce or support legislative bills which will achieve among others these goals:

1) Increased state aid for education.

2) Adoption of a low-rate income tax, gradual elimination of sales tax on necessities, and increased corporation tax.

3) Annual supplementary budgets for Chicago board of education.

4) Laws strengthening teacher tenure and seniority.

5) Collective bargaining for public employees.

6) Fringe benefits for teachers including sick leave increased to 15 days at full pay and cumulative indefinitely; terminal pay for accumulated sick leave; legislation clearly defining the right of public bodies to provide hospitalization insurance and other welfare benefits for public employees; and legislation requiring school districts to provide liability insurance for teachers and to pay any judgments recovered against teachers in the routine, responsible performance of their duties.

7) Legislation to strengthen and improve the Chicago teachers' pension plan.

The Chicago Teachers Union is also supporting Federal Aid for Education.

Sixty-Three AFT Locals Make Quotas

CHICAGO, Ill.—Sixty-three AFT Locals, 13 more than previously reported, were shown by their per capita to have achieved their membership quotas at press time. The 13 new quota Locals are:

California—Los Angeles, Local 1021. Illinois—Will Coun-

ty, Local 604 and Caseyville, Local 1221. Indiana—Fort Wayne, Local 700. Minnesota—Mound, Local 926. Montana—Montana University, Local 497.

Also, North Dakota—Minot, Local 302. New Jersey—Newark, Local 481, and Elizabeth, Local 733. Rhode Island—Warwick, Local 915, and North Providence, Local 920. Ohio—Irwin School, Local 1366. Pennsylvania—Redstone Township, Local 1335.

New Locals chartered included the Bloomington, Minn., Federation of Teachers, Local 1182.



Three new AFT Locals chartered in Minnesota: Left, Carl J. Megel, national president, presenting charter to officers of the Moorhead Federation of Teachers, Local 1400, with Vernon H. Opheim, president, right, accepting. Others from left, Merlin R. Erickson, recording secretary; Eleanor Nolan, corresponding secretary, and Curtis Hahn, treasurer. In the same week, Megel also presented charters to the Waseca Federation of Teachers, Local 1398, and the East Grand Forks Federation of Teachers, Local 1399.

Mrs. Matheny Keynotes Theta 'Shop

New Bulletin On State Labor Relations Acts

TOLEDO, O.—Mrs. Dorothy Matheny of this city, vice-president of the American Federation of Teachers, was the keynote speaker at a 9-state area workshop meeting of Phi Lambda Theta, scholastic honorary society for teachers, here in mid-April.

Mrs. Matheny spoke on, "Gateways to Academic Excellence," in the Student Union of the University of Toledo. The workshops were led by educational personnel from the Toledo schools.

Teachers from Minnesota, Wisconsin, New York, Pennsylvania, Ohio, Michigan, Illinois, Indiana and North Dakota attended.

Kansas City Supports Frat, Sorority Ban

KANSAS CITY, Mo.—The Kansas City Federation of Teachers, Local 691, is supporting a bill in the state legislature to permit school boards, under power of student expulsion, to outlaw public school fraternities and sororities.

The Local, of which Ethel May Shull is president, circulated petitions for the enactment of a House Bill introduced by 10 state representatives.

The proposed law would apply to the fraternities or soror-

ties in any high, junior high or elementary school in which membership is selective rather than at the option of students themselves.

Interest in the state acts was increased with the enactment of the 1959 amendment to the Federal Labor Management Relations Act, which gave the states authority to take jurisdiction over labor disputes that formerly were without jurisdiction.

Single copies may be obtained as long as a free supply lasts, the announcement stated, from the Bureau of Labor Standards, Department of Labor, Washington, D. C. Copies may be purchased from the Superintendent of Documents, Government Printing Office, Washington, for 25 cents each.

The title of the booklet is *Bulletin 224, State Labor Relations Acts, January, 1961*, and requests for copies should so identify it.

ties in any high, junior high or elementary school in which membership is selective rather than at the option of students themselves.

*President, Chicago Teachers Union, Local 1.

AFT Research Surveys and Studies

Booklets and Pamphlets

The following AFT research booklets and pamphlets, compiled by Research Director Dr. George S. Reuter, Jr., are available from the American Federation of Teachers at the prices quoted:

Survey of Teachers Salaries, issued annually. The current one is as of September, 1960. \$1.00 per copy.

Lunchroom Supervision Practices, in cities of 500,000 and above. The "Right-to-Eat Laws" are reviewed. 10 cents.

Financial Comparisons of Public Schools by States, reviews the states of the union based on four approaches of financial comparisons. 10 cents.

Reciprocity in Teacher Education, the various cooperative programs among the states concerning certification. 10 cents.

How the School Dollar Is Spent, the amount of the school dollar that is allocated for such items as administration, instruction, maintenance and operation, transportation and fixed charges. 10 cents.

Personnel Relations for Teachers, conceived as a guide to teachers in their personnel relations with school districts, with patrons and the administration. 20 cents.

Education Around the World, the expenditures for various types of education in the major nations of the world, as well as the school population. 10 cents.

The Status of Equal Job Opportunity in America, reviews the laws of the 19 states that have provided this legislation. About 75,000,000 Americans are covered by the laws. 10 cents.

Selected Opinions Concerning the National Defense Education Act, reviews this law of Congress. The study is based on opinions of 573 college and university presidents. 10 cents.

Superintendents' Salaries, reviews the salaries of superintendents throughout the nation. 10 cents.

A Summary of Districts Providing Fringe Benefits for Teachers, such as sick leave, severance pay, health insurance policies for teachers, other kinds of insurance, teacher retirement programs, sabbatical leave, maternity leave, funeral leave, military leave, leave for private business and Federal social security benefits. 10 cents.

A Nation-wide Sampling of Classroom Needs, the classroom needs throughout the nation in the areas of elementary and secondary districts. 10 cents.

An Educational Ranking of the States, reviews the 50 states of our nation and how they rank among themselves concerning 20 factors. 10 cents.

Per Pupil Cost in Representative Districts of America, the per pupil cost in the elementary and secondary schools. 10 cents.

Current Fears of Teachers, the economic, social, physical and moral fears of teachers. 15 cents.

Fiscal Independence vs Fiscal Dependence in Major American School Districts, the practices of school districts on such subjects as school levies, school bonds, school elections and school indebtedness. 25 cents.

Examples of Payroll Deductions, the practices in four major cities. 10 cents.

Evaluation of Personnel Practices in Selected American School Systems, reviews such factors as personnel handbooks, superintendents' communications, grievance procedures, defined school day, disciplining teachers, transfer policies, policy making and teachers' meetings. 15 cents.

Historical Justification for Federal Aid to Education, reviews the Federal grants to states for education and the subsequent grants to states, such as the Morrill Acts, the Hatch Act and the Carey Act. 15 cents.

Some Current Issues in Industrial Education, the opinions of such experts in the field as Dr. H. H. London, Dr. G. Harold Silvius, and William R. Mason. 15 cents.

A Sample Study of Teachers' Freedom of Choice in Joining Professional Organizations, the opinions of officials in Illinois, Iowa, Michigan, Minnesota and Wisconsin. 10 cents.

A Sample Study of the 1961 Legislative Goals of Certain State Federations of Teachers, a review of current programs. 15 cents.

The 87th Congress, members of the United States Senate and the United States House of Representatives, as well as the executive department of government. 10 cents.

A Brief Historical Review of the American Federation of Teachers' Fight for Integration, the highlights of convention action by the American Federation of Teachers from 1947 through 1958. 15 cents.

A Brief Review of Certain Current Thoughts That Affect Curriculum and Teachers, in the areas of social science, consumer education, industrial education and reading. 15 cents.

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Carl J. Megel, President

716 North Rush Street, Chicago 11, Illinois



Teachers who have added the new science book, "Frogs and Toads," to their classroom shelves will be interested in knowing that Charles A. Schoencknecht, the author, is a past president of the Will County, Ill., Federation of Teachers, Local 604. Written to the reading level of third graders, the book for science beginners, is published by Follett Publishing Company. From left, in photo, Schoencknecht autographs a copy for Mrs. Pearl Lambert, Local 604 president, while Executive Board Members Mrs. Mary Whitman and Mrs. Lynna Metzler, wait for his signature. Schoencknecht is chairman of the department of biology, Joliet Township High School and Junior College.

Many Teachers Quit, Orleans Battle Leaves Lasting Scars

By John E. Rousseau*

NEW ORLEANS, La.—The record breaking number of legal skirmishes between the state of Louisiana and the Federal government over the New Orleans school desegregation issue (American Teacher, March, 1961) has left many ugly and perhaps lasting scars on the Dr. Redmond state's entire educational system.

While pressures have ceased somewhat in the now famous battle and teachers, principals and other school personnel are receiving their salaries on schedule, they, along with the citizenry in general, view the future with anxiety.

The desegregation suit of Earl Benjamin Bush vs. the New Orleans Parish school board filed in Federal court on Sept. 4, 1952, has caused no less than 40 appeals.

Redmond Leaving

The situation was made more difficult when School Supt. Dr. James F. Redmond, formerly assistant superintendent in Chicago and Kansas City, Mo., announced his resignation. It becomes effective at the end of the current term. Dr. Redmond has accepted a position with an educational consultant firm.

The Orleans Parish school board is therefore seeking a new superintendent. It does not appear likely that a native of Louisiana is available for the position, and it remains to be seen if any qualified administrator from out-of-state will have the fortitude to come to New Orleans and face the circumstances which prompted Dr. Redmond's resignation.

The Bush case has resulted in the token integration of two formerly all-white New Orleans public schools, the enactment of scores of state segregation laws

*New Orleans correspondent for the Pittsburgh Courier at the time this story was written for the American Teacher.

which have since been declared unconstitutional, and the application of pressure—financial and other—to school officials, teachers and many others.

Teachers Victimized

The financial squeeze play between the local, state and Federal governments had victimized teachers and other school personnel in New Orleans from November, 1960, to March, 1961. On four occasions their paychecks were delayed because of the bickering, and it was in March that they received their salaries on schedule.

Numerous rulings of the Federal court had enjoined the state legislature and other Louisiana officials from interfering with the Orleans Parish school board's implementation of the desegregation edict.

Many state officials and legislators, staking their political futures on their ability to preserve the "southern way of life" in the field of education, had been elected or re-elected to office in May, 1960, on their pledge to maintain segregation.

Legislators and officials, in the attempt to "keep faith" with voters who had elected them to office, continued to wage a desperate but hopeless fight against the Federal government and school integration. Some made "earth-shaking but meaningless" pronouncements of preferring Federal jail terms to integration.

Kennedy Steps In

The Federal government stepped up the tempo early in March when, at the order of Attorney General Robert F. Kennedy, it focused its action on the key figure of the state's opposition, and further became an amicus curiae (friend of the court) in the entire school integration battle.

This key figure, State Education Supt. Shelby M. Jackson, although cited for contempt, had refused to recognize the elected Orleans Parish school board which had several times been "read out of office" by the legislature and which had subsequently been restored to control by the Federal courts.

Jackson, when called into court, promised to comply with the desegregation edict. He was

Would Require Boards to Pay Court Costs

SPRINGFIELD, Ill.—The Illinois Federation of Teachers has initiated a bill in the legislature to require school boards to pay court costs and reasonable attorneys fees in board-losing tenure cases.

The bill would also amend Section 24-3 of the school code to provide that teachers shall be paid full salary while suspended in such cases.

given until March 24 to "purge" himself of the court's contempt citation. This, of course, involved the carrying out of the normal functions of his office as they affected the New Orleans schools.

Lawyers Quarrel

Legal counsel for Jackson quarreled among themselves. Harry V. Booth, Louisiana's national Democratic chairman and attorney for Jackson, contended his client should obey the Federal court's order. He then withdrew from the case. Representative Ford Stinson, the other defense attorney, contended Jackson could not satisfy the Federal court without violating the state's segregation laws.

In mid-March, the state legislature eased the pressure on Jackson to some degree by directing State Treasurer A. P. Tugwell to transfer \$2.4 million into a New Orleans bank account for use in financing the Orleans Parish school system.

When the March 24 "purge" deadline rolled around, Jackson was unable to appear in Federal court. He had been hospitalized in Baton Rouge following a severe siege of asthma and three heart attacks. The Federal court promptly instructed Jackson's assistants to cooperate with the Orleans Parish school board in its program of desegregation.

Many Teachers Quitting

School teachers and principals in New Orleans are deeply concerned over the situation which may become even more shaky after June. They are wondering just what will happen in September. Already 100 teachers have quit their jobs and many are shopping for positions in other cities. Thus, an acute shortage of teachers appears imminent for next fall.

Governor Jimmie H. Davis and the legislature's champions of racial segregation are making very few public statements. But there is no secret that they are trying to find a plan by which they can legally switch the state's school system over to private education.

Prospects For Fall

On the other hand, it is almost a certainty that the "token" integration which affected only two New Orleans schools this term will be introduced in more schools next fall.

Then, too, the Federal court has ordered desegregation in East Baton Rouge and St. Helena Parishes and in six state-operated trade schools.

Finally, there is the likelihood that during the summer months, the state's pupil placement law which is designed to satisfy the Federal court and yet limit school integration will be attacked as unconstitutional.

Twenty Questions and Answers*

Federal Aid for Education

(Revised and Reprinted by Request from The American Teacher, March, 1960)

1 Q. What major human events and accomplishments now create new situations that make education a national rather than a state and local responsibility?

A. All America is now one community. Man travels from New York to Los Angeles in a few hours. The world is shrinking and its people are intermingling. Top science and invention have exceeded public comprehension of 50—even 25—years ago. Nations are in a race to conquer space. A Russian has orbited the earth. Tomorrow, for man, the stars!

2 Q. Are economic and social conditions—"the business of living"—changing too?

A. Great changes are taking place, and will also exceed the imagination of today's man and woman. Within the next quarter century, our people will experience entirely new modes of living in all the areas affecting health, wealth and happiness, work and play. This change is inevitable.

3 Q. Are America's children—the majority—being prepared for the changeover to these things to come?

A. No. They are not. Under our American system of public education, the responsibility for their preparation has been delegated to our public school systems. These systems as they exist today are understaffed, and handicapped by lack of buildings and equipment. Many have changed little from 50 years ago, and public conception of them has been equally slow to change.

4 Q. Why hasn't this change been greater? Is the reason entirely public apathy?

A. The reason is not wholly public apathy, because the public is becoming more conscious of the need for improved public education than ever before. Public schools are still the financial responsibility of the states and the 50,450 separate school districts which were the individual communities of yesterday. Their abilities and senses of financial responsibility vary. Each places a different value on education. Many cling to the theory of local financial autonomy, now outdated by needs of the national community.

5 Q. To be specific, what are the current conditions or shortages regarding American education in the public schools?

A. There are four major conditions or shortages. Because of inadequate salaries and employment insecurity, there is a shortage of up to 350,000 teachers qualified with the Bachelor's degree attained by college graduation. Over 250,000 classrooms are needed to replace those now obsolete and to augment those overcrowded by more than 25 students per class. More than half the public schools are lacking in modern teaching equipment and up-to-date textbooks. There are too few school administrators who are conscious of the new and vital role of public education.

6 Q. Why do these conditions exist? Is there a simple solution to the problem?

A. As to the solution, there is little wrong with our public schools that money will not cure. The teacher shortage exists mostly because of low salaries and lack of other inducements to young people to enter and remain in the profession. More and more school districts are reaching their taxing, borrowing and bonding limits for salaries, new buildings or equipment. Legislatures are reluctant to increase state aid, and local school boards hesitant to ask for increases. There have been political leanings toward such items as aid to highways and agriculture, rather than the building of great minds and strong bodies for the future.

7 Q. If state and local financing is failing or unable to meet the need, is there another logical source of revenue for public school needs?

*Compiled by Harry E. Caylor, associate editor, American Teacher Publications. Available in booklet, same title, from the American Federation of Teachers, 716 North Rush Street, Chicago 11, Illinois, for distribution to public leaders and the laity. Five cents per copy or \$4.50 per 100.

8 A. Yes, the taxing system of the Federal government. It should be remembered that present local school taxation is largely on property—a system set up in the days when more people owned real estate. Today, corporate and personal incomes are the basis of the national wealth and public revenue. The Federal government is the only taxing agency with the ability to spread school costs among all the people and thus adequately finance public education.

9 Q. Does this mean, then, that Federal Aid for Education is a necessary solution to our public school problems?

A. Yes. Federal Aid for Education is the only complete answer under our democratic system. Federal aid is all the more indicated and essential since the nation—its states and localities—have become one community where more and more people educated in one state or city grow up to live and work in another. The need for Federal aid for teachers' salaries is as acute as that for building construction.

10 Q. Would Federal Aid for Education require an increase in Federal taxes?

A. Not necessarily. In the national defense, there is no substitute for know-how and trained intelligence. A national budget which provides billions for roads, for business and industry can, by readjustment, provide for educational needs without increased revenue. The Soviet Union is allocating more than 10 per cent of its national income to education.

11 Q. Would Federal aid for public schools be discriminatory to anyone?

A. No. The public schools are constitutionally open to everyone regardless of race, creed, color, or social and economic status. Other kinds of schools while required to meet educational standards, exist for special groups, reasons or purposes. President Kennedy stated that Federal grants to private schools have been held unconstitutional by the Supreme Court, and suggested separate loan legislation to not jeopardize the public school program.

12 Q. Would Federal Aid for Education be innovative or something new?

A. No. A minor but substantial percent of the cost of public education presently is paid directly to educational systems by the Federal government, mostly in grants for special purposes. Federal aid in land allocations and grants made public schools in most states as well as the land-grant colleges and universities possible. Piecemeal and inadequate Federal aid is now being extended under the National Defense Education Act for the teaching of the sciences, mathematics and foreign languages, guidance counselling, research and a student loan program; also, in other acts of Congress for such things as vocational education, Federally impacted areas, international exchange, and the school lunch program.

13 Q. Would Federal aid to improve and expand the public schools be a profitable investment for the purpose of increasing the national wealth and ability?

A. Yes, by enabling states and school districts to raise their educational standards, improve curriculum and facilities, and make education more suitable and available to increase the ability and proficiency of future generations.

14 Q. Has the foregoing (12) ever been demonstrated or proven?

A. Yes, in the GI program. Veterans educated by government subsidy have resultantly increased their earnings and the amount of income tax they pay, as well as the national productivity and their own status as individuals and in family units. Studies have shown that the nation's investment in the GI program will be repaid by 1975 by this increased income tax revenue.

15 Q. How would Federal aid serve to improve public education generally?

A. By more nearly equalizing educational opportunity nationwide. State and local financing of public education now ranges from a high of \$550 per pupil in Alaska to a low of \$191.00 in Arkansas.

16 Q. What about Federal aid to public tax-supported universities?

A. Public tax supported universities and colleges should be included in any plan of Federal aid. The current increase in students entering universities will continue, and Federal aid should also include scholarships to make it possible for the gifted but underprivileged as well as for average students to improve their usefulness—economically and as citizens—to the nation.

17 Q. Is the argument that wealthy areas or states do not need Federal aid a valid one?

A. It is not. Many of the so-called "wealthy areas" are among those reaching their legal school bonding, borrowing and taxing limits. Most of them have peak numbers of out-dated, overcrowded, under-staffed and under-equipped classrooms. Some of their schools now in use were built before the Civil War, and are fire hazards to teachers and children.

Additionally, wealthy industrial states now pay a continuing penalty in unemployment and workers' compensation as well as welfare costs to migrants from poorer states who cannot obtain jobs because of their lack of education. Better educational systems would enable the poorer states to develop commerce and industry of their own or train better citizens for their neighbors.

18 Q. Have wealthy northern states been affected additionally by inequality in education?

A. Yes, in many ways other than by shifting population, in which nearly half of Americans live and work in areas other than those in which they were educated. During the wars, many additional men had to be drafted from states with better education facilities, to take the place of those from other states, turned down for illiteracy.

19 Q. Opponents of Federal aid have charged that it would lead to Federal control of public schools. Is this possible?

A. It is not possible and has not occurred in current Federally financed education (10) projects. Those who make the charge infer that the Federal government is not to be trusted. The Federal government like state and local governments is of, by and for the people. To charge that any of these governments cannot be trusted, is to charge that the people cannot govern and trust themselves. The Congress would include in the law provisions insuring that Federally allocated money be used to lift and improve public education.

20 Q. Which is preferable: Federal appropriations for public school grants or Federal loans?

A. Federal appropriation or allocation-in-aid that would spread the cost of public education over all the people are preferable. Any public school district in a position to borrow from the Federal government is able to borrow locally at comparable or lower interest rates. Loans to students are sometimes helpful but a mortgage on their future. Tax money belongs to the people and should be spent to provide public services needed by the people.

21 Q. Is Federal Aid for Education essential to the national defense and security?

A. It is. The states and school districts are demonstrating inability to provide either adequate or equal education to all America's children. The need for an educational system to cope with our fastmoving times has increased beyond the quibbling state. Federal Aid for Education is our major prerequisite for national security and defense in this uneasy, atomic and space age!

